

RIVERSIDE MIDDLE

615 Hammett Bridge Road
Greer, SC 29650

GRADES 6-8 Middle School

ENROLLMENT 785 Students

PRINCIPAL Ann Miller 864-848-2465

SUPERINTENDENT Dr. William E. Harner 864-241-3456

BOARD CHAIR Tommie E. Reece 864-271-3619

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2003

ABSOLUTE RATING:

EXCELLENT

Absolute Ratings of Middle Schools with Students like Ours

Excellent
7

Good
1

Average
0

Below Average
0

Unsatisfactory
0

IMPROVEMENT RATING:

GOOD

ADEQUATE YEARLY PROGRESS:

NO

This school met 15 out of 21 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

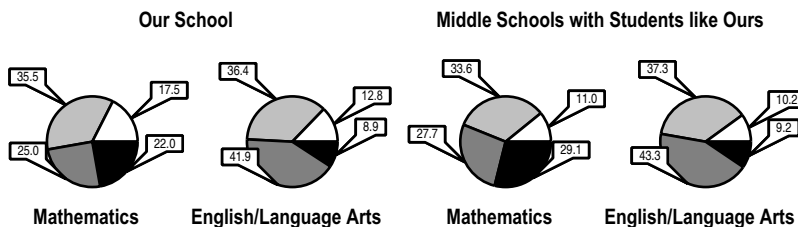
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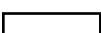
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PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Excellent	Below Average	N/A
2002	Excellent	Good	N/A
2003	Excellent	Good	No
2004			

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT) RESULTS

	Definition of Critical Terms
 Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
 Proficient	Well prepared to work at next grade level; met expectations
 Basic	Met standards; minimally prepared, can go to next grade level
 Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students	Parents
Number of surveys returned	47	247	106
Percent satisfied with learning environment	97.9%	84.2%	96.1%
Percent satisfied with social and physical environment	100.0%	88.1%	77.5%
Percent satisfied with home-school relations	100.0%	90.1%	96.2%

PACT PERFORMANCE BY GROUP

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced	State Objective
English/Language Arts								
All students	781	99.6	12.8	36.4	41.9	8.9	50.8	17.6
Gender								
Male	385	99.5	18.6	36.8	39.6	5.0	44.6	17.6
Female	396	99.7	7.4	35.9	44.1	12.7	56.7	17.6
Racial/Ethnic Group								
White	631	99.5	8.0	36.2	46.2	9.5	55.7	17.6
African-American	105	100.0	44.2	38.9	15.8	1.1	16.8	17.6
Asian/Pacific Islander	23	100.0	4.5	22.7	40.9	31.8	72.7	17.6
Hispanic	17	100.0	23.1	46.2	30.8	N/A	30.8	17.6
American Indian/Alaskan	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Disability Status								
Not disabled	696	99.6	8.3	36.1	46.1	9.5	55.6	17.6
Disabled	85	100.0	50.0	38.8	7.5	3.8	11.3	17.6
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-migrant	781	99.6	12.8	36.4	41.9	8.9	50.8	17.6
English Proficiency								
Limited English proficient	1	100.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-limited English proficient	780	99.6	12.8	36.0	42.2	9.0	51.2	17.6
Socio-Economic Status								
Subsidized meals	95	100.0	42.0	42.0	13.6	2.5	16.0	17.6
Full-pay meals	686	99.6	9.3	35.7	45.4	9.7	55.1	17.6

Mathematics								
All students	781	100.0	17.5	35.5	25.0	22.0	47.0	15.5
Gender								
Male	385	100.0	15.4	34.1	25.5	25.0	50.5	15.5
Female	396	100.0	19.5	36.8	24.5	19.2	43.7	15.5
Racial/Ethnic Group								
White	631	100.0	12.9	35.2	26.9	25.1	52.0	15.5
African-American	105	100.0	50.5	37.9	10.5	1.1	11.6	15.5
Asian/Pacific Islander	23	100.0	4.5	31.8	27.3	36.4	63.6	15.5
Hispanic	17	100.0	15.4	38.5	38.5	7.7	46.2	15.5
American Indian/Alaskan	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Disability Status								
Not disabled	696	100.0	12.1	36.2	27.6	24.1	51.7	15.5
Disabled	85	100.0	61.7	29.6	3.7	4.9	8.6	15.5
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-migrant	781	100.0	17.5	35.5	25.0	22.0	47.0	15.5
English Proficiency								
Limited English proficient	1	100.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-limited English proficient	780	100.0	17.2	35.4	25.2	22.2	47.4	15.5
Socio-Economic Status								
Subsidized meals	95	100.0	45.7	42.0	11.1	1.2	12.3	15.5
Full-pay meals	686	100.0	14.0	34.7	26.7	24.6	51.3	15.5

Abbreviations for Missing Data

N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample
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PACT PERFORMANCE BY GRADE LEVEL

		Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2002	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	203	N/A	8.0	20.4	45.8	25.9	71.6
	Grade 7	244	N/A	10.7	38.3	42.8	8.2	51.0
	Grade 8	255	N/A	9.4	26.4	47.2	16.9	64.2
2003	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	276	98.9	14.1	32.8	41.6	11.5	53.1
	Grade 7	231	100.0	11.4	35.6	44.3	8.7	53.0
	Grade 8	274	100.0	12.7	40.5	40.2	6.6	46.7

Mathematics								
2002	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	203	N/A	12.9	37.8	25.4	23.9	49.3
	Grade 7	244	N/A	21.4	31.7	21.0	25.9	46.9
	Grade 8	255	N/A	16.1	42.5	24.8	16.5	41.3
2003	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	276	100.0	15.0	24.1	28.6	32.3	60.9
	Grade 7	231	100.0	19.6	32.9	26.0	21.5	47.5
	Grade 8	274	100.0	18.1	49.4	20.5	12.0	32.4

SCHOOL PROFILE

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n= 785)				
Students enrolled in high school credit courses (grades 7 & 8)	31.8%	Up from 25.7%	47.4%	14.4%
Retention rate	1.6%	Up from 1.5%	1.6%	2.3%
Attendance rate	97.3%	Down from 97.4%	96.8%	95.2%
Eligible for gifted and talented	39.7%	Up from 37.9%	36.5%	13.6%
On academic plans	N/A	N/A	N/A	N/A
On academic probation	N/A	N/A	N/A	N/A
With disabilities other than speech	10.6%	Up from 7.8%	8.5%	14.1%
Older than usual for grade	1.1%	Up from 1.0%	1.5%	4.9%
Suspended or expelled	1.0%	Up from 0.3%	0.8%	1.3%
Annual dropout rate	0.0%	No change	0.0%	0.0%

Teachers (n= 44)				
Teachers with advanced degrees	61.4%	Down from 63.4%	52.6%	47.1%
Continuing contract teachers	88.6%	Down from 95.1%	84.4%	82.5%
Highly qualified teachers	N/A	N/A	N/A	N/A
Teachers returning from previous year	86.6%	N/A	86.7%	84.3%
Teacher attendance rate	98.8%	No change	94.8%	95.0%
Average teacher salary	\$40,446	Up 3.4%	\$40,628	\$39,924
Prof. development days/teacher	15.6 days	Up from 12.7 days	11.0 days	10.7 days

School				
Principal's years at school	4.0	Up from 3.0	5.0	3.0
Student-teacher ratio	21.3 to 1	Down from 24.7 to 1	22.3 to 1	21.0 to 1
Prime instructional time	95.6%	Up from 95.2%	90.6%	88.9%
Dollars spent per pupil*	\$4,597	Up 4.2%	\$5,795	\$5,854
Percent spent on teacher salaries*	59.0%	Down from 59.3%	61.9%	62.0%
Opportunities in the arts	Excellent	No change	Excellent	Good
Parents attending conferences	99.8%	Up from 99.0%	99.0%	94.8%
SACS accreditation	yes	N/A	yes	yes

* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools	N/A	N/A
Highly qualified teachers in high poverty schools	N/A	N/A

Abbreviations for Missing Data							
N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Riverside Middle School is a suburban middle school serving the northeastern area of Greenville County. Due to the rapid growth on the east side of Greenville, Riverside Middle School opened in the fall of 1999. With an outstanding faculty (77% with advanced degrees and four National Board certified), Riverside is able to offer a rigorous academic program. The 43.5-member faculty has an average experience of 15.2 years. The entire staff is dedicated to providing quality education for all students.

The eight-period day gives students greater opportunities to sample a variety of courses in the related arts area, a program component especially important to student development in the middle school years. In addition to core courses in the academic areas, students enroll in two related arts classes each semester. Related arts courses include physical education, art, chorus, band, and strings. Other courses consist of creative writing, French, consumer science, keyboarding, introduction to computers, journalism, public speaking, and service learning.

Riverside offers a wide variety of successful programs that foster self-discovery, experimentation, decision-making, and leadership skills. Field trips, guest speakers, and special school wide events enrich the curriculum of both academic and related arts areas. Parents are frequent visitors in the school and classrooms; parents assist with tutoring, serve as expert speakers, and help with supervision during activities related to students' studies. Several shadowing activities and e-mail programs pair students with community leaders and university students to help strengthen the foundation of an effective mentoring program. Volunteers introduce students to a variety of careers and generate support for the school's educational programs.

Riverside Middle benefits from the support of an exceptionally strong PTSA. Riverside PTSA has reached over 100% membership for three years. The volunteer base includes over 700 parents and 22 business volunteers who work with the school on a regular basis. There are 18 PTSA committees in operation.

Riverside Middle School offers students a structured and disciplined environment that provides a positive and safe learning experience. Student responsibility is a vital component that is stressed in this school.

Diane Leshman, SIC Chairman
Ann Miller, Principal

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent - School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specified that the statewide target is met for all students and for each subgroup of students: racial/ethnic, economic, disability, limited English proficiency and migrant status.